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ABSTRACT

The guide is intended as a practical aid in professional development programs for teachers and administrators involved in implementing Alberta's (Canada) new French second language curriculum. Its content is based on research in professional development for second language teachers, and it offers possible formats for workshops relating to classroom-level program implementation. Workshop ideas include content, schedules, and suggested activities for local facilitators, teachers, and school administrators. Workshop evaluation is also discussed and a sample evaluation form is included. A bibliography contains 35 citations on professional development in language teaching and 10 citations of documents concerning the Alberta French curriculum. Appended materials include a list of official support documents for the new curriculum, blackline masters for local facilitators, a list of other possibilities for continuing professional development, a chart of program components for French teacher preparation (content and applications relating to linguistic knowledge, culture, learning theory, understanding of communication concepts, and pedagogical techniques), and a list of names and addresses of resource persons for advice or direct assistance with local professional development activities. (MSE)

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FRENCH AS A SECOND LANGUAGE

FACILITATORS' GUIDE FOR IMPLEMENTING THE NEW PROGRAM OF STUDIES

PROFESSIONAL DEVELOPMENT MANUAL

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Preface

The *Facilitators' guide* is, first and foremost, a practical document. However, it also takes note of the excellent theoretical work and research done on professional development for second language teachers (see Bibliography). We are seeking, then, to test these theories and to design a professional development plan based on the most relevant, conclusive data available.

This guide is not intended to be a "how to" manual. Rather, its intent is to cater to the needs of the field in a variety of professional development contexts, i.e., from consultant/coordinator situations to teacher facilitators.

Its practical nature will assist coordinators or teachers (or both) responsible, on an ad hoc basis, for implementing the new program of studies in French as a second language in Alberta. By utilizing this guide, we hope to increase awareness of the multidimensional approach, centred on communication skills, in addition to promoting versatile professional development plans focusing on the implementation of the program of studies.

Introduction

This guide presents a number of ideas to assist the facilitator in organizing professional development activities for implementing the new program of studies in French as a second language (FSL). The document provides suggestions for professional development of French as a second language teachers and possible formats for workshops relating to the implementation of the program of studies at the classroom level. In addition, blackline masters, which can be made into transparencies, are included in the Appendices. These blackline masters were designed to assist facilitators in their presentations with FSL teachers; however, they may also be used effectively with administrators or parents.

When designing a professional development plan, facilitators should bare in mind that the onus is not only on the school district to support their teachers through curricular change, but teachers, themselves, must take ownership of their own professional development. Consequently, teachers are encouraged to read and pursue other activities centred on reflection and actual practice. Teachers will realize that while workshops and professional development days do provide specific suggestions, these types of activities are just the starting point and one facet of teachers' continuing professional development.

A single workshop or professional development day centred exclusively on a given change may increase awareness of the nature of the change, but "has only mitigated long-term success" (CASS, 1990). Workshops, on the other hand, are useful if they are intensive and prolonged. They must afford participants an opportunity to understand the change clearly and what it means in terms of their behaviour as teachers. At the same time, workshops makes it possible to test, experiment and observe other models for incorporating innovation, comparison, discussion and criticism, adaptation and commitment. Lectures should be used sparingly.

The impact of professional development activities is more positive and effective when such activities are organized as closely as possible with what is being taught at school. The more remote such activities are from the school, the less effective they are. Observation and discussion among peers may prove effective; a local teaching unit planning committee might also be useful. Such activities involve participants directly in reinterpreting and assimilating curricular documents and tailoring them to local conditions.

The participants, being the professionals that they are, must be able to orient their own professional development. They will not accept or assimilate what seems to be imposed from the outside or higher up.

Theory and practice must be combined. Theoretical overviews must be brief, with a view to illustrating, by concrete examples, representative facets of the new approach as it pertains to teaching and the curriculum. Professional development activities should focus on developing specific skills through which teachers come to accept the underlying philosophy of the program of studies which they are implementing.

Professional development activities may not be identical from one region to another or from one school board to another. Local facilitators may first present proposals for an implementation plan to address the most pressing local needs and provide satisfactory responses to such needs.

Research has shown that nothing can replace personal contact among teachers, coordinators and facilitators. Therefore, all activities should make time for informal discussion.

There is a limit to what can be achieved in meetings and groups. Participants must be encouraged to work on their own professional development, through independent reading, preparing lesson and unit plans for group discussion, and so on.

The outcome, not the process, must be the focal point of the evaluation of professional development activities and the implementation of the new program of studies. Usually, it is the process which is evaluated in such terms as: Was the room comfortable? Properly lit? Were theoretical matters understood and explicitly linked to practical concerns?, and so on. Instead, the basic question must be: Have the professional development activities changed the way the teacher teaches? Success occurs only when the answer to this question is "yes".

Suggestions for Professional Development and Implementation of the New Program of Studies at the Local Level

These approaches have been proven effective in a number of communities in Alberta providing in-services to FSL teachers.

- Facilitators reflect on the nature of change in terms of the curriculum and teaching so they will be committed to the change and capable of speaking clearly about it.

- Facilitators submit a proposed local implementation plan and develop it in conjunction with their own training sessions as facilitators.

- Changes as they pertain to the curriculum and teaching are clearly explained to participating teachers. Numerous concrete examples are given and participants are actively involved in the process; goals, objectives, approaches, teaching materials and beliefs are carefully examined.

- Training and professional development focus on teaching applications and the specific needs of participants, and provide for a realistic time frame.

- Participants are encouraged to do individual reading and preparation.

- Formal lectures are kept to a minimum during training sessions. Activities must involve participants directly, e.g., discussions, observations, critiques, role-playing and simulations, individual and group planning. Therefore, workshops must focus on the active involvement of the participants in order to evoke change.

- Regular, planned meetings focus on practical problems.

- Teaching materials are developed locally, e.g., lesson plans, unit plans, additional resources.

- School principals and school district coordinators are involved in professional development activities.

- There is sustained personal contact between teachers and resource persons, and a timetable for making teachers aware of the suggested changes in curriculum and teaching. Facilitators provide constant support; information is collected and disseminated among participants.

- Strategies include observation of current practices, micro-teaching, peer observation of implementation, audio/video feedback, films.

- Teachers are encouraged to participate actively in the development of their own professional development plan.

- Other types of continuing professional development, such as summer sessions and night courses are considered, and all of the agencies involved are encouraged to be in contact with each other on a regular basis.

Workshops: Content and Suggested Activities

Workshops for Local Facilitators

Activities Preceding Workshop #1

These activities would help participants prepare for the workshop.

- Participants read the *National Core French Study: Final Report* (four volumes) or at least the *Synthesis: National Core French Study* (see Bibliography). (Copies can be obtained at the Learning Resources Distributing Centre.)

- Participants read the support documents listed in Appendix A of this guide. (Copies can be obtained from the Learning Resources Distributing Centre.)

- Participants reflect individually on current practices concerning professional development in their school district and briefly summarize them in writing. Part of the first workshop will be devoted to a thorough discussion of this topic so as to pinpoint the strengths and weaknesses, and determine what activities are most effective.

- Participants list what aspects of the new approach to teaching French as a second language differ significantly from their current teaching practices. How has the teacher's role changed? How has the student's role changed? Is the change a major or a minor one? Is the change for the best?

Local Facilitators' Workshop #1

9:00 - 9:20 Ice-breaking activity.

e.g.: Who am I?
Tape the name of a celebrity on the back of each participant; the others must guess who he or she is.

e.g.: Divide the group into pairs.
Each partner questions the other, in French:

- Who are you?
- Where are you from?
- Were you born in Alberta?
- How long have you lived here?
- Why are you teaching French?
- What is your spouse's (friend's, companion's) favourite colour?
- If you were a car, which model would you be?
- If you were a season, which season would you be?

Explain that this activity is designed to put everyone at ease and enable participants to have fun while speaking French. Having fun while sharing personal experiences is at the heart of the proposed curriculum change to be discussed.

9:20 - 10:30

1. Brief overview of documents in the orientation kit.

2. Cursory review of the new program of studies: presentation, feedback and questions, discussion centred on personal viewpoints written down beforehand. Advance organizer: explain the leadership role participants must play in small groups the next day which will involve presenting a facet of the new program, preparation for which will be carried on in the afternoon.

10:30 - 10:45 Break.

10:45 - 11:45 Overview of current professional development practices.

11:45 - 12:15 Other possibilities: review of the literature and relevant research.

12:15 - 1:30 Lunch (on premises, if possible).

Local Facilitators' Workshop #1 (cont'd)

1:30 - 2:45 Intensive planning session in six small teams. Each team is responsible for:
1) sharing with the other groups its perception of the topic it is addressing;
2) suggesting how team members would organize professional development activities on this topic in their own schools.

Team 1:
Rationale and philosophical foundation of the new program of studies, including its origins and historical background, based on the principles of the four components of a multidimensional curriculum: experience/communication, culture, language and general language education.

Team 2:
Rationale and philosophical foundation of the new program, including reflection on the twofold educational approach being proposed, i.e., analytical and experiential learning of the program of studies is geared to three levels of language competency, **Beginning**, **Intermediate** and **Advanced**.

Team 3:
Overview of the global, general and specific objectives of the new program of studies.

Team 4:
Teaching approach: relationship between experiential/contextualized and analytical learning; underlying principles; lesson phases (preparation, experience, reflection, reinvestment, and evaluation – formative and summative); and, the cyclical nature of the program.

Team 5:
1. Review of the five fields of experience related to learners' experience, i.e., the social, physical, civic, recreational and intellectual dimensions.

2. Elaboration of a four-phase educational project plan: experiential/ communicative, socio-cultural, linguistic and general language education (daily lesson plans, integrated units).

Team 6:
Principles of evaluation and related practices based on the philosophical approach and teaching methods proposed under the new program of studies.

2:45 - 3:00 Break.

3:00 - 4:00
1. General discussion: problems encountered, questions, comments.

2. Continuation of work in small groups.

Local Facilitators' Workshop #2

Each team has thirty minutes to present its ideas; keep an eye on the clock.

9:00 - 9:30	Team 1.
9:30 - 10:00	Team 2.
10:00 - 10:30	Team 3.
10:30 - 10:45	Break.
10:45 - 11:15	Team 4.
11:15 - 11:45	Team 5.
11:45 - 12:15	Team 6.
12:15 - 1:30	Lunch (on premises, if possible).
1:30 - 2:00	General discussion: what professional development plan participants will propose for their colleagues, the authority participants enjoy in relation to their schools, superintendents and school boards, and the need to propose a half-day or full-day orientation session on the new program aimed specifically at school administrators in each school district.
2:00 - 2:45	Preparation in small groups of the proposed plans or activities for the current school year. (See also suggestions on local activities and workshops.)
2:45 - 3:00	Break.
3:00 - 4:00	Pooling of ideas and summary. Plans for participants to discuss their ideas with local school authorities as soon as they return and to get started on implementation immediately.

Activities Preceding Workshop #3

- Make sure that the local school board supports the proposed professional development plan.
- Implement the professional development plan, starting with school administrators.
- Assess and be prepared to provide feedback on professional development activities and the level of preparation needed to implement the new program locally in the near future.
- Develop details of a tentative professional development plan to be followed in 1992-93 and subsequent years.

Local Facilitators' Workshop #3

9:00 - 10:30	Discussion of participants' reports on local professional development activities and teachers' reactions to the new program of studies.
10:30 - 10:45	Break.
10:45 - 12:00	Brainstorming in six groups on future professional development needs oriented toward implementation of the new FSL program of studies.
12:00 - 1:30	Lunch.
1:30 - 2:30	General discussion: summary of proposals for long-term professional development.
2:30 - 2:45	Break.
2:45 - 4:00	Discussion of details of 1992-93 and subsequent years' action plans. (Participants discuss plans with local school authorities as soon as they return.)

Workshops for Teachers (Directed by Local Facilitators)

The sample workshops proposed here are given only as examples.

Activities Preceding Workshop #1

The challenge is to help teachers integrate what is perceived to be a program imposed on them with their personal perceptions, based on research and theoretical texts, of what is most appropriate to the teaching and learning of second languages. Therefore, personal research and reflection on teaching and learning a second language is important for teachers. These activities may help increase awareness before participants attend the first orientation workshop.

- Participants read the *Synthesis: National Core French Study* (to be photocopied and distributed locally at least one month prior to the first meeting).

- School administrators read the *French as a second language: Administrators' handbook*, the *Program of studies* and *The new senior high school French as a second language program: Questions and answers* document (to be distributed at least one month prior to a meeting with them).

- Participants look at the following documents:

  - *French as a second language: Program of studies. Beginning level. Early childhood services – grade 12* (1991)
  - *French as a second language: Teacher resource manual. Early childhood services – grade 12* (1991)
  - *Framework for a proficiency-based second language curriculum* (1988)

- Participants list what aspects of the new approach to teaching French as a second language differ significantly from current teaching practices. How will the teacher's role change? How will the student's role change? Can they adapt their current teaching methods? Does the proposed change seem to satisfy their needs? Does it satisfy their students' needs? If so, how? If not, why not?

Workshops for School Administrators

Note: These workshops will usually take place in English.

- Brief review of the new program of studies: rationale and philosophical foundation; global, general and specific objectives; four components of a multidimensional curriculum: experience/communication, culture, language and general language education; five fields of experience: physical, social, recreational, intellectual and civic, and educational projects/integrated units; levels of language competency (**Beginning, Intermediate, Advanced**), implementation of a nine-level program and proposed teaching method.

- Overview of the *French as a second language: Administrators' handbook* (1990).

- Overview of *The new senior high school French as a second language program: Questions and answers* (1991) document.

- Discussion: Why promote a levels-based program?

- Implications of the new program of studies for professional development in terms of linguistic, socio-cultural and methodological considerations: "How can local administrators foster local and external professional development activities?"

- Discussion of local professional development plans: seeking the collaboration and support of local administrators.

Teachers' Workshop #1*

Note: The first and second days of the workshop should be held consecutively or within a short space of time.

9:00 - 9:20 Ice-breaking activity (see Local Facilitators' Workshop #1).

9:20 - 10:30 Overview of the rationale and philosophical approach of the new program of studies, including historical background. Ask participants for feedback on questions raised before the workshop.

10:30 - 10:45 Break.

10:45 - 11:15 Intensive planning session involving four groups; each group will subsequently share its perceptions with the other groups.

Group 1:
What is the linguistic component of the new program of studies and what is new about it? How must teachers and students adapt in relation to this conception of language? Do participants agree? Are they at ease with this change?

Group 2:
What is the socio-cultural component of the new program? (In addition to the above questions.)

Group 3:
What is the experiential-communicative component of the new program? (In addition to the above questions.)

Group 4:
What is the general language education component of the new program? (In addition to the above questions.)

11:15 - 12:15 Group reports and discussion (fifteen minutes per group).

12:15 - 1:30 Lunch.

1:30 - 2:00 Presentation on the content of *Framework for a proficiency-based second language curriculum* (which participants are expected to read before the meeting).

**The first workshop is devoted to increasing participants' awareness of the philosophical approach of the new program of studies and its effect on curricular goals and objectives. The professional development activities which follow will look in detail at the four components of a multidimensional curriculum, teaching methods and evaluation.*

2:00 - 2:30 Participants break into four small groups for brainstorming sessions on how ideas discussed earlier are reflected in the new program of studies, involving three levels of language competency (**Beginning**, **Intermediate** and **Advanced**) and its proposed implementation schema.

2:30 - 2:45 Break.

2:45 - 3:15 Reports by four groups and general discussion.

3:15 - 3:45 Presentation on global objectives (yearly/quarterly), general objectives (integrated unit/intermediate-range planning) and specific objectives (daily lesson planning).

3:45 - 4:00

1. Summary of the day's proceedings.
2. Tasks to be accomplished before the next meeting.

Activities Preceding Workshop #2

"Strike while the oven is still hot." It is suggested that you hold the second session as close as possible to the first. In preparation for Workshop #2:

- Participants read again the *French as a second language: Program of studies. Beginning level. Early childhood services – grade 12* (1991) to ensure they are thoroughly conversant with the rationale, philosophical foundation, and the global, general and specific objectives of the new program of studies in French as a second language.

- Participants read the *French as a second language: Teacher resource manual. Early childhood services – grade 12* (1991).

- Participants reflect on their understanding of analytical and non-analytical or experiential teaching of a second language, and ask themselves how they interpret the new teaching methods in the *Teacher resource manual.* Participants think of practical examples of both types of teaching, and possibly write down their ideas and share them with their colleagues at the next workshop.

Teachers' Workshop #2

9:00 - 9:30 Quick review: rationale, philosophical foundation and objectives of the new program of studies.

9:30 - 10:15 Work in four small groups to develop two activities, one related to analytical teaching, the other to experiential teaching, for presentation to other groups (ten minutes per activity per group for a total of twenty minutes per group).

10:15 - 10:30 Break.

10:30 - 12:00 Role-playing: presentation of analytical and experiential activities (all four groups).

12:00 - 12:15 Discussion: "Can the analytical and experiential approaches be combined into a single approach?"

12:15 - 1:30 Lunch.

1:30 - 2:45 Presentations:

- Diversified content: social, physical, recreational, intellectual and civic dimensions.
- Principles underlying the proposed multidimensional teaching approach.
- Stages in the intermediate-range plan for implementing the proposed multidimensional teaching approach (preparation, experience, reflection, reinvestment and evaluation – formative/summative).
- Cyclical and continuous movement of the five stages in the proposed teaching approach.
- Annual/semester plans.
- Intermediate-range plans (integrated units or educational projects) and daily plans (see examples in the *Teacher resource manual*).

2:45 - 3:00 Break.

3:00 - 3:45 Group project: "Develop an integrated unit and an educational project at a given level."

3:45 - 4:00

1. Summary of the day's proceedings.
2. Tasks to be accomplished before the next meeting.

Activities Preceding Workshop #3

- Participants read the *French as a second language: Student evaluation guide. Early childhood services – grade 12* (1991).
- Participants finish developing an integrated unit/educational project.
- Groups of two teachers or more try out one or several lesson(s) in their integrated units in their own classes.
- Participants take turns demonstrating the lesson, or observing and providing feedback.

The last three activities will require some coordination with administrators to ensure time is available to carry them out.

Teachers' Workshop #3

9:00 - 9:30 General discussion: reactions and comments on experimenting in the schools with planning the integrated unit and using the proposed new teaching approach.

9:30 - 10:30 Participants observe the integrated units developed by different groups.

10:30 - 10:45 Break.

10:45 - 12:00 Presentations:

- Having evaluation correspond to the proposed objectives and teaching approach.
- Formative and summative evaluation.
- Examples of formative evaluation in everyday lessons.
- Types of evaluation and examples drawn from the *Student evaluation guide*.

12:00 - 1:30 Lunch.

1:30 - 2:30 Small groups develop an evaluation plan for the integrated unit/educational project.

2:30 - 2:45 Break.

2:45 - 3:15 Brief discussion of evaluation plans and pooling of ideas.

3:15 - 4:00

- Brainstorming: pursuing professional development in conjunction with the implementation of the new program of studies (consider establishing local committees to articulate the developmental program).
- Informal oral evaluation of the workshops.
- Formal written evaluation.

Evaluation of the Professional Development Workshop

Evaluation is needed to assess the participants' attitudes toward the workshops, to determine how well the new program is being implemented and to ascertain to what extent the educational and curricular development truly meets the needs of students.

This section provides an example of an evaluation that could be used to evaluate the effectiveness of your workshop. This information is important to you in determining future needs of your teachers, so do not feel threatened by the feedback given.

Example of a Workshop Evaluation

WORKSHOP EVALUATION

I. Organization

1. Were you warmly welcomed? _____
2. Was the workshop well planned? _____
3. Were sessions too long? _____
4. Did you feel actively involved in the workshop? _____
5. Did you find the facilities suitable? _____
6. Did you find the activities preceding and following the workshop useful? _____
7. Level of satisfaction

___	___	___	___	___
1	2	3	4	5
Low				High

II. Content

1. Were the objectives clear? _____
2. Did you receive the information you needed? _____
3. Were the presentations relevant? _____
4. What other information would you have liked to receive? _____

   _____

   On what topic? _____
5. Which session did you like the best? _____
6. Level of satisfaction

___	___	___	___	___
1	2	3	4	5
Low				High

III. Other Remarks

_____

_____

_____

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Parker, D.V. (1988). Into the nineties: Second language education for the next decade. Final report and recommendations. Edmonton, AB: Alberta Education.

Appendices

Appendix A: Support Documents

Alberta Education. (1992). French as a second language: Facilitators' guide for implementing the new program of studies. Professional development manual. Edmonton, AB.

Alberta Education. (1991). The new senior high school French as a second language program: Questions and answers. Edmonton, AB.

Alberta Education. (1991). French as a second language: Program of studies. Beginning level. Early childhood services – grade 12. Edmonton, AB.

Alberta Education. (1991). French as a second language: Student evaluation guide. Early childhood services – grade 12. Edmonton, AB.

Alberta Education. (1991). French as a second language: Teacher resource manual. Early childhood services – grade 12. Edmonton, AB.

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Appendix B: Blackline Masters for Local Facilitators

TR A:	Definition
TR B:	Rationale for Revision of Programs
TR C:	Features of the New Program of Studies
TR D:	Development Activities
TR E:	Some Relevant Studies/Conceptual Frameworks
TR F:	Intermediate Level 6 Standard for French 30
TR G:	Implementation
TR H:	Concurrent Registration in Languages Other Than English
TR I:	Instructional Time
TR J:	Second Language Competency Examinations
TR K:	Change Process
TR L:	Suggested Facets of a Program for Professional Development and the Implementation of a New Program of Studies at the Local Level
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TR M2-3:	Definition of Objectives
TR M4-5:	Rationale Philosophy
TR M6:	Global Learner Expectations of the Program of Studies
TR M7:	The New French as a Second Language Program: Cursory Overview
TR M8:	Interaction of the Components in a Multidimensional Curriculum
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TR M14-15:	Pedagogical Principles Underlying the Proposed Multidimensional Approach
TR M16:	Steps in the Proposed Multidimensional Approach
TR M17:	Student Growth in a Five-Phase Teaching Process
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FRENCH AS A SECOND LANGUAGE IN ALBERTA

A. Definition

"French as a second language" refers to courses in which the French language is taught as a subject, often between 20 to 40 minutes a day, to enable students to develop communication skills, cultural understanding and second language learning strategies in French.

B. Rationale for Revision of Programs

1. Need to Simplify Multiplicity of Programs

   - Nine-Year, Six-Year, Three-Year

2. Need to Specify Learner Expectations More Clearly

   - Measurable skills and knowledge

3. Need to Emphasize Development of Communication Skills

   - Effective balance between language study and language use

   - Integration of experiential/communicative, cultural, linguistic and general language education components

C. Features of the New Program of Studies

1. One Program with Nine Clearly Defined Levels of Communicative Growth

   - **Beginning** 1, 2, 3
   - **Intermediate** 4, 5, 6
   - **Advanced** 7, 8, 9
   - Language learning is a gradual, developmental process
   - Knowledge, skills and attitudes acquired along a progression or continuum
   - The levels, characterized by cyclical overlap and refinement, represent expanding access to French as a second language (FSL)

2. Each Level Specifies Learner Expectations in These Areas:

- Experience/Communication
  - fields of experience
  - development of comprehension (listening, reading), production (speaking, writing) and negotiation skills
- Culture
  - ideas, behaviours, manifestations, cultural artifacts and symbols shared by francophone peoples
  - contemporary presence of Francophones, their history, daily activities and language variations
  - local and provincial francophone cultures, Francophones in Canada and in other countries of the world
  - concrete facts, cross-cultural comparisons and contributions of francophone cultures

- identification, research, analysis and interpretation of cultural knowledge

- Language

  - sound-symbol system, vocabulary, grammar and discourse elements in context

  - linguistic elements needed to communicate in a specific context

- General Language Education

  - development of cognitive, socio-affective and metacognitive processes

  - cognitive dimension developed through strategies such as making associations between words, identifying key words and ideas, reasoning both deductively and inductively, and using linguistic clues

  - socio-affective dimension is developed through strategies such as taking risks, asking for clarification and becoming aware of others' thoughts and feelings

- metacognitive processes are developed through strategies such as concentrating on a task, planning a learning experience or monitoring one's own learning

D. Development Activities

1. 1988-89

   - Development of a curriculum prototype for FSL
   - Discussion with approximately 300 educational administrators, teachers and consultants across Alberta
   - Identification of positive features: communicative nature of program, proficiency-based curriculum, student-centredness, integration of multidimensional components
   - Expression of major concerns: time allotments, teacher qualifications and staffing, in-servicing, learning resource development, evaluation, diversity of levels, transfer of credits

2. 1989-90

   - Further development
   - Orientation sessions in each zone

- Concerns: adequacy of learning resources, time allotments and teacher training

3. 1990-91

- Validation of **Beginning** level of program in grades 1, 4, 7 and 10

- Review of draft documents by approximately 150 educators attending in-service sessions in each zone

- Expression of general satisfaction with the program

- Recommendations made about enhancing learning resources, developing teacher language proficiency and second language methodology, and designing test instruments to reflect new program of studies

4. 1991-92

- Optional implementation of **Beginning** level of the program

- Validation of **Intermediate** level of the program

- Validation of **Intermediate** level basic learning resources

  - **Grades 4 – 6 (Ages 9-12)**
    Chouette (Centre éducatif et culturel inc.)

  - **Grades 7 – 9 (Ages 13-15)**
    Élans (Centre éducatif et culturel inc.)
    Entre Amis (Prentice Hall)

  - **Grades 10 – 12 (Ages 15-17)**
    French 20
    Arc-en-ciel 3 (Mary Glasgow)
    Entrez 2 (Copp Clark)

    French 30
    Arc-en-ciel 4 (Mary Glasgow)

- Design and validation of sample model tests for **Beginning** and **Intermediate** levels

- Development by ACCESS NETWORK of in-service tape for **Beginning** level

- Finalization of following documents:

  - French as a second language: **Program of studies**. Beginning level. Early childhood services – grade 12 (English Version)

  - Français langue seconde, **Programme d'études**, Niveau Débutant, de la maternelle à la 12^{e} année (French Version)

  - French as a second language: **Teacher resource manual**. Early childhood services – grade 12 (English Version)

  - Français langue seconde, **Guide pédagogique**, de la maternelle à la 12^{e} année (French Version)

  - French as a second language: **Student evaluation guide**. Early childhood services – grade 12 (English Version)

  - Français langue seconde, **Guide d'évaluation des élèves**, de la maternelle à la 12^{e} année (French Version)

- French as a second language: **Facilitators' guide** for implementing the new program of studies. Professional development manual (English Version)

- **Guide de l'animateur** pour l'implantation du programme d'études, français langue seconde (French Version)

- The new senior high school French as a second language program: **Questions and answers**

- French as a second language: **Annotated bibliography of learning resources**. Beginning level. Early childhood services – grade 12

- The above-noted documents are or will be available from the Learning Resources Distributing Centre, Alberta Education, 12360 - 142 Street, Edmonton, AB, T5L 4X9 (Phone: (403) 427-2767; Fax: (403) 422-9672)

- The following documents are available from the Language Services Branch, Alberta Education, 11160 Jasper Avenue, Edmonton, AB, T5K 0L2 (Phone: (403) 427-2940; Fax: (403) 422-1947):

  - French as a second language: **Program of studies**. Beginning, intermediate and advanced levels. Early childhood services – grade 12 (1991) (English Version; Validation Draft)

  - Français langue seconde, **Program d'études**, Niveaux Débutant, Intermédiaire et Avancé, de la maternelle à la 12e année (1991) (French Version; Validation Draft)

5. 1992-93

- Provincial implementation of **Beginning** level at the elementary and/or junior high school level(s)

- Optional implementation of **Intermediate** level

- Validation of **Advanced** level of the program

- Validation of **Advanced** level basic learning resources

- Design and validation of sample model tests for **Advanced** level

- Development by ACCESS NETWORK of in-service tapes for **Intermediate** and **Advanced** levels

6. 1993-94

   - Provincial implementation of **Intermediate** level

7. 1994-95

   - Provincial implementation of **Advanced** level

E. Some Relevant Studies/Conceptual Frameworks

1. Alberta Education. (1988). Framework for a proficiency-based second language curriculum. Edmonton, AB: Alberta Education.

2. LeBlanc, Raymond. (1990). A synthesis: National Core French Study. Winnipeg, MB: ACPLS/CASLT.

3. Parker, Douglas V. (1988). Into the nineties: Second language education for the next decade. Final report and recommendations. Edmonton, AB: Alberta Education.

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5. Tremblay, R., Duplantie, M., and Tremblay Huot, D. (1990). The communicative/experiential syllabus: National Core French Study. Winnipeg, MB: ACPLS/CASLT.

The above-noted documents are available from the Learning Resources Distributing Centre.

F. Intermediate Level 6 Standard for French 30

1. Incremental change over the next five years.

2. Curriculum standards will be more comparable to those in other provinces in Canada and other parts of the world where French as a second language is compulsory in elementary and/or junior high school.

3. **Advanced** level is a target over the next ten years.

G. Implementation

1. Implementation will be in accordance with available human and financial resources and community support.

2. The FSL program may begin in Early Childhood Services, grades 1, 4, 7, 10 or at any other grade level designated by the school board.

3. Students will usually need two to three years to complete each of the three major language levels (**Beginning**, **Intermediate** and **Advanced**).

4. The time required will depend on the **quality of instruction, student motivation and maturity,** and the **instructional time allotted**.

5. With a start in grade 4 or earlier, students will likely be able to complete the **Advanced** language level by the end of grade 12.

6. In the senior high school, the **Beginning** level will be completed in two courses: French 13 and French 10; the **Intermediate** level will be completed in two courses: French 20 and French 30; the **Advanced** level will be completed in three courses: French 31a, French 31b and French 31c.

7. Schools will need to place students registering in senior high FSL courses in courses that match their language ability levels.

8. The new FSL courses will be implemented provincially according to the following schedule:

	Implementation of New Courses	Replacing Present Courses
1993-94	French 13 French 10	French 10 French 20
1994-95	French 20 French 31a	French 10S French 10N
1995-96	French 30 French 31b	French 30 French 20S French 20N
1996-97	French 31c	French 30S French 30N

9. **The Beginning level of the new FSL program will be implemented provincially commencing September 1992 at the elementary and/or junior high school levels.**

10. French 13, a course designed for students who have not taken French prior to senior high school and who wish to enter the French 10/20/30 program, may be offered in regular classes or through distance learning. Senior high schools may not need to offer French 13 if a **Beginning** level program is offered in the jurisdiction before grade 10. (The vast majority of students enrolled in senior high FSL courses have access to **Beginning** level French courses prior to senior high school.) **Provincial implementation for French 13, for school boards needing this course, is scheduled for September 1993.**

11. Effective September 1993, students beginning the study of French in senior high school will have to complete the equivalent of four FSL courses (French 13, 10, 20, 30) to meet the school-leaving standard of French 30 (**Intermediate** level 6). Alternatively, school boards may decide to: 1) offer the **Beginning** level in junior high school; 2) offer French 13 through distance learning; or, 3) offer a three-course sequence enhanced by French language experiences (e.g., immersion weekends; immersion days; French club) that help students to attain the French 30 standard by the end of grade 12.

12. Some school jurisdictions may choose to implement all **Beginning** level or all **Intermediate** level courses in one year, especially if they have considerable experience with offering FSL courses. Other school jurisdictions may decide to implement the new French as a second language courses more gradually in order to implement the **Intermediate** level 6 standard by September 1995.

13. As required by provincial policy, school boards shall develop, keep current, and implement written policy and procedures for French immersion programs and French as a second language courses as indicated in the **Alberta Education Policy Manual**.

H. Concurrent Registration in Languages Other Than English

1. Local school authorities may implement the "concurrent registration" provision which encourages students to register in second language courses that challenge them and at the same time allow them to meet the minimum requirements for scholarships and admission to post-secondary institutions.

2. Under this provision, students are able to register in two second language courses at the same time: a higher-level and a lower-level language program course. For example, in French, students at the "10" level may register in French 10 and also in one of French 10S or French 10N or French Language Arts 10 or Français 10 or Français 31A. In this way, students continue to learn new skills in French and they also receive recognition for the course required for scholarships and post-secondary programs.

3. Students registering concurrently in two language courses at the "10" or "20" level or in one course at the "10" or "20" level and one course at the "30" level are eligible to receive a final mark in both courses and five credits in the higher stream only.

4. At the "30" level, students registering concurrently in two "30" level courses are eligible to receive a final mark in both courses and credits in both courses. Offering 10 credits for two 30-level courses gives students an increased incentive to complete these higher-level courses. Students may receive up to 20 credits through concurrent registration.

5. Local school authorities who choose concurrent registration need to develop a system for evaluating student achievement in both French 10/20/30 (the lower-level courses) and the higher-level courses. For further information refer to Alberta Education's French as a second language: Student evaluation guide. Early childhood services – grade 12 (1991), available from the Learning Resources Distributing Centre.

6. Concurrent registration provisions apply to all senior high school students registered in second language courses such as French, German and Ukrainian, and other language programs that have lower-level and higher-level streams.

I. Instructional Time

The French as a second language curriculum is based on the current recommended minimum time allotments: 90 hours per year at the elementary school level, 75 hours per year at the junior high school level and 125 hours per year at the senior high school level. Although provincial time allotments for French as a second language are not mandated, Alberta Education recommends that French as a second language be offered for at least an average of 30 to 40 minutes a day at the elementary, junior high school and senior high school levels. Sufficient exposure and interaction time will be an important factor in students' communicative growth.

J. Second Language Competency Examinations

School jurisdictions may implement second language competency or challenge examinations in order to provide students with a means of receiving credits and a final mark for second language courses in which they already possess the knowledge, skills and attitudes identified in the program of studies and when it is in the student's best interest.

The second language competency or challenge examinations must reflect the full range of knowledge and skills of the program of study, for example, a balanced assessment of listening, reading, speaking and writing.

K. Change Process

1. Change takes place over time.

2. Change initially involves anxiety and uncertainty.

3. Technical and psychological support for change is essential.

4. The learning of new skills is incremental and developmental.

5. A clear model and strong advocacy are important factors.

6. Collaborative cultures, strong leadership and a sense of commitment are important organizational factors.

7. Change occurs best with careful planning, shared control, technical assistance and staff development.

8. The hardest areas to change are a person's belief system, knowledge, behaviour and role. Organization/structure and materials are easier to change.

L. Suggested Facets of a Program for Professional Development and the Implementation of a New Program of Studies at the Local Level

1. Local facilitators should reflect on the nature of change in terms of the curriculum and teaching; those concerned must be committed to the change and capable of speaking clearly about it.

2. Facilitators should provide a proposed local implementation plan, which can be elaborated in conjunction with their own training sessions as facilitators.

3. Changes as they pertain to the curriculum and teaching should be clearly explained to participating teachers. Numerous concrete examples should be given and participants should be actively involved in the process; goals, objectives, approaches, teaching materials, beliefs, and so on should be carefully examined.

4. Training and professional development should focus on teaching applications and the specific needs of participants, within a realistic time frame.

5. Participants should be encouraged to engage in individual reading and preparation.

6. Activities which directly involve participants should be organized, such as discussions, observations, critiques, role-playing and simulations, individual and group planning, among others.

7. Regular, planned meetings which focus on practical problems should be held.

8. School principals and school district coordinators should be involved in professional development activities.

9. Sustained personal contact between teachers and resource persons should be ensured. A timetable should be established under which teachers can be

made aware of the suggested changes in terms of the curriculum and teaching. Facilitators should provide constant support; information should be collected and disseminated among participants.

10. Strategies such as observation of current practices, peer observation of the implementation of the innovation, audio/video feedback, films, and so on should be adopted.

11. Teachers should be encouraged to participate actively in elaborating their professional development plan.

12. Other types of continuing professional development, such as summer sessions, evening courses, and so on should be considered.

M. Preface

- The program of studies is a legal document which stipulates learner expectations.

Introduction

- 1980s – The French as a second language program of studies emphasized communication skills, with a focus on language functions.

- 1990s – The program of studies emphasizes experiencing language in context (based on students' background knowledge, skills and attitudes) as a means of developing communicative competence.

  – A multidimensional curriculum incorporating four components: experience/communication, culture, language and general language education.

- There are three clearly defined language developmental levels: **Beginning**, **Intermediate** and **Advanced**.

- There are nine sublevels: **Beginning** 1, 2, 3; **Intermediate** 4, 5, 6; **Advanced** 7, 8, 9.

Definition of Objectives

- **Global learner expectations** reflect the knowledge, skills and attitudes targeted for the program as a whole.

- **General learner expectations** describe expectations for students at the end of each language developmental level.

- **Specific learner expectations** are specified for students' knowledge, skills and attitudes at the end of each level in the four program components.

- The general sequence for the language component is to introduce linguistic elements at one level, develop them in the second and refine them in the third, with continual refinement throughout the program.

- Each level prescribes "fields of experience".

- The French as a second language program proposes a balance between experiential and analytical learning.

- Language learning occurs in context; the student must take into account who is involved in the communication, the topic or subject of the communication, the purpose of the communication and the physical environment of the communication.

- The organization of learner expectations is cyclical.

Rationale

- To communicate in French in varied situations;
- To become aware of and respect the cultural diversity of our society;
- To develop thinking skills and learning strategies;
- To obtain academic, intellectual and personal advantages.

Philosophy

- Interact with aspects of the environment or reality.
- Communicate using comprehension, production and negotiation skills.

- Learn about the ideas, behaviour, traits and symbols which Francophones share locally, in their region/ province in Canada and the world.

- Use the system of sounds and symbols, vocabulary, grammar and discourse elements to transmit ideas and enhance communication in context.

- Develop cognitive, socio-affective and metacognitive learning strategies.

- Learning a language is a gradual process.

- The program of studies is a continuum with three language developmental levels: **Beginning**, **Intermediate** and **Advanced**.

- A multidimensional curriculum centres on experience/communication, culture, language and general language education.

Global Learner Expectations of the Program of Studies

Based on their life experiences, learners will be able to:

COMPONENTS	
EXPERIENCE/ COMMUNICATION	• ...participate in various language experiences that will enable them to... • ...express, in French, their experiences, ideas and feelings and understand those of other learners while interacting with interlocutors in various situations;
CULTURE	• ...seek information on and understand different aspects of francophone cultures in Canada and elsewhere with a view to broadening their awareness of such cultures and more effectively interpreting them;
LANGUAGE	• ...understand and use the linguistic code, which encompasses the sound-symbol system, vocabulary, grammar and discourse features, to fulfill their communicative intents in various situations;
GENERAL LANGUAGE EDUCATION	• ...be aware of the nature of learning and its role in individual cognitive, socio-affective and metacognitive development.

The New French as a Second Language Program: Cursory Overview

Four-component multidimensional curriculum
- Experience/Communication
- Culture
- Language
- General Language Education

involving three levels of language ability
- **Beginning**
- **Intermediate**
- **Advanced**

which can be implemented in four ways (in terms of the duration of the program)
- (ECS) Grades 1 to 12
- Grades 4 to 12
- Grades 7 to 12
- Grades 10 to 12

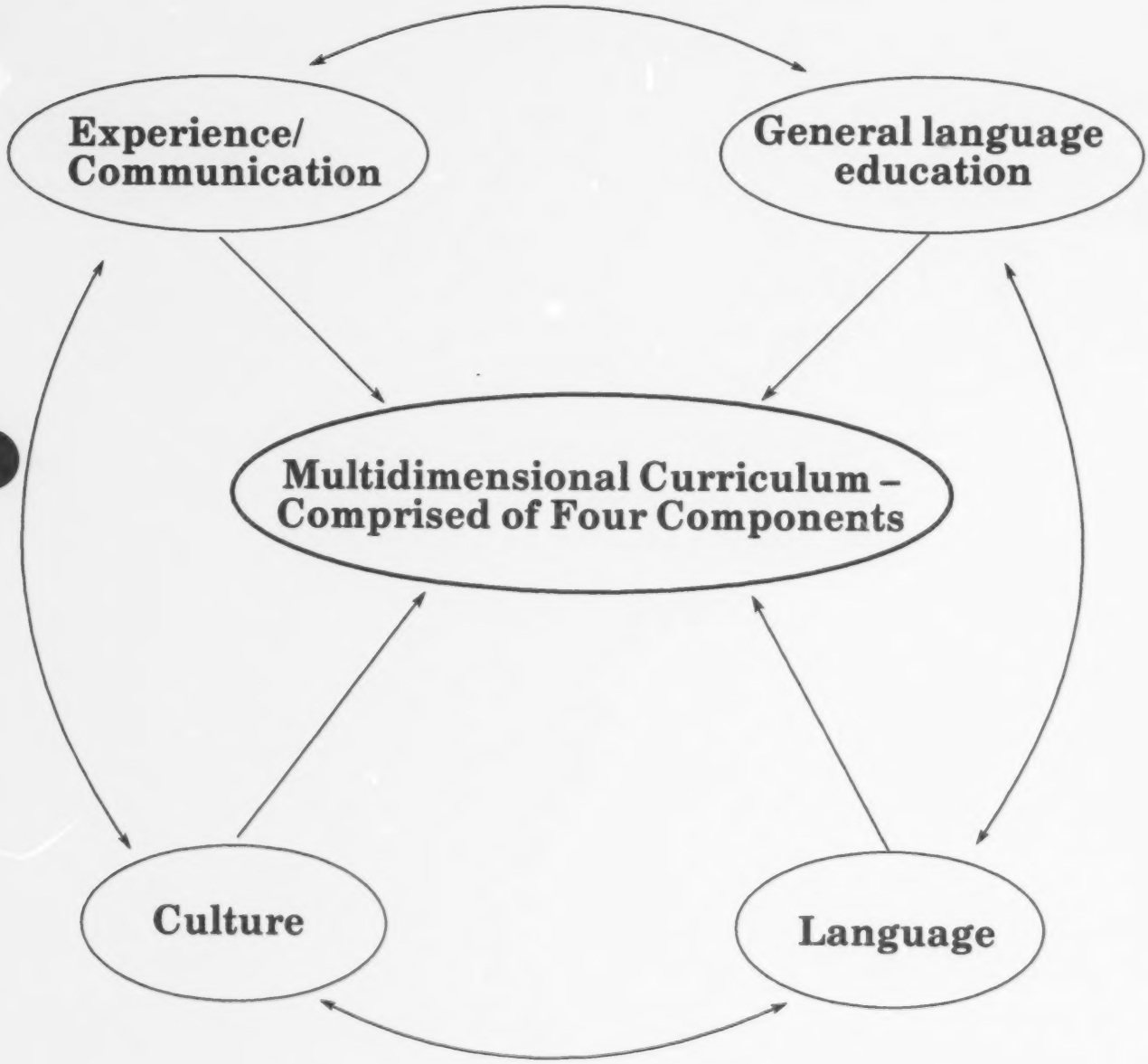
with three types of learner expectations
- global
- general
- specific (minimal)

centred on five fields of experience reflecting learners' experience
- physical
- social
- civic
- recreational
- intellectual

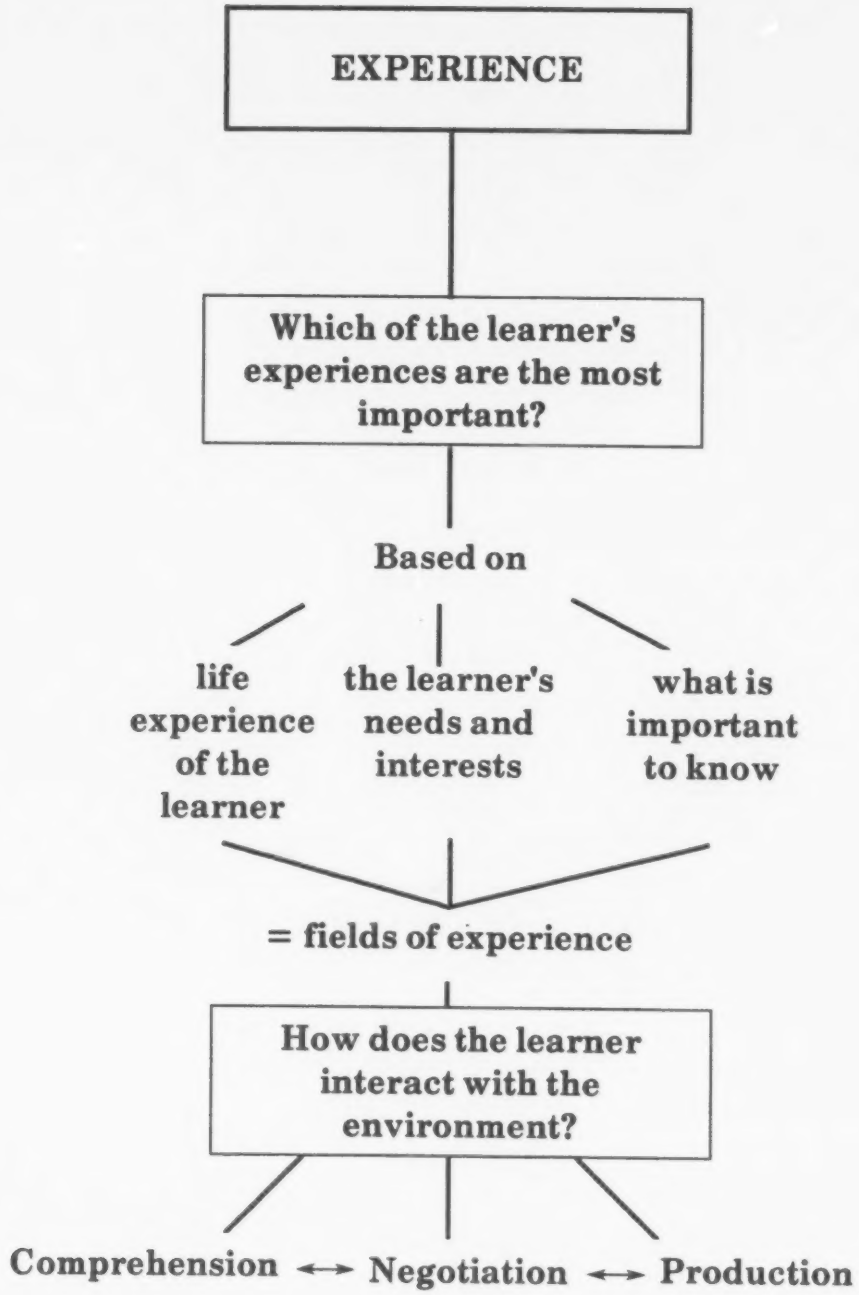
incorporating an integrative twofold teaching approach
- experiential (non-analytical)
- analytical

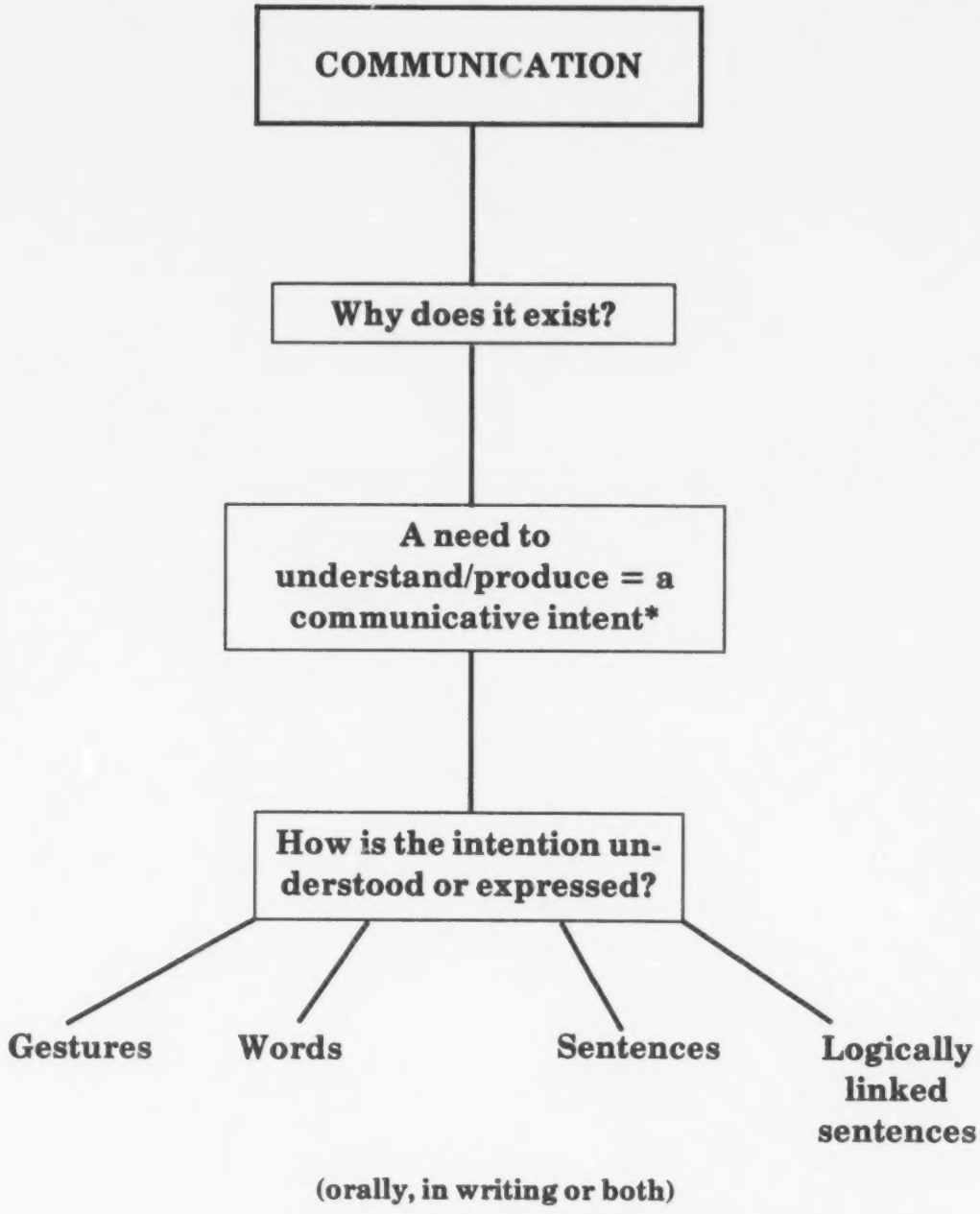
and evaluated in a valid manner
- formatively
- summatively

Interaction of the Components in a Multidimensional Curriculum

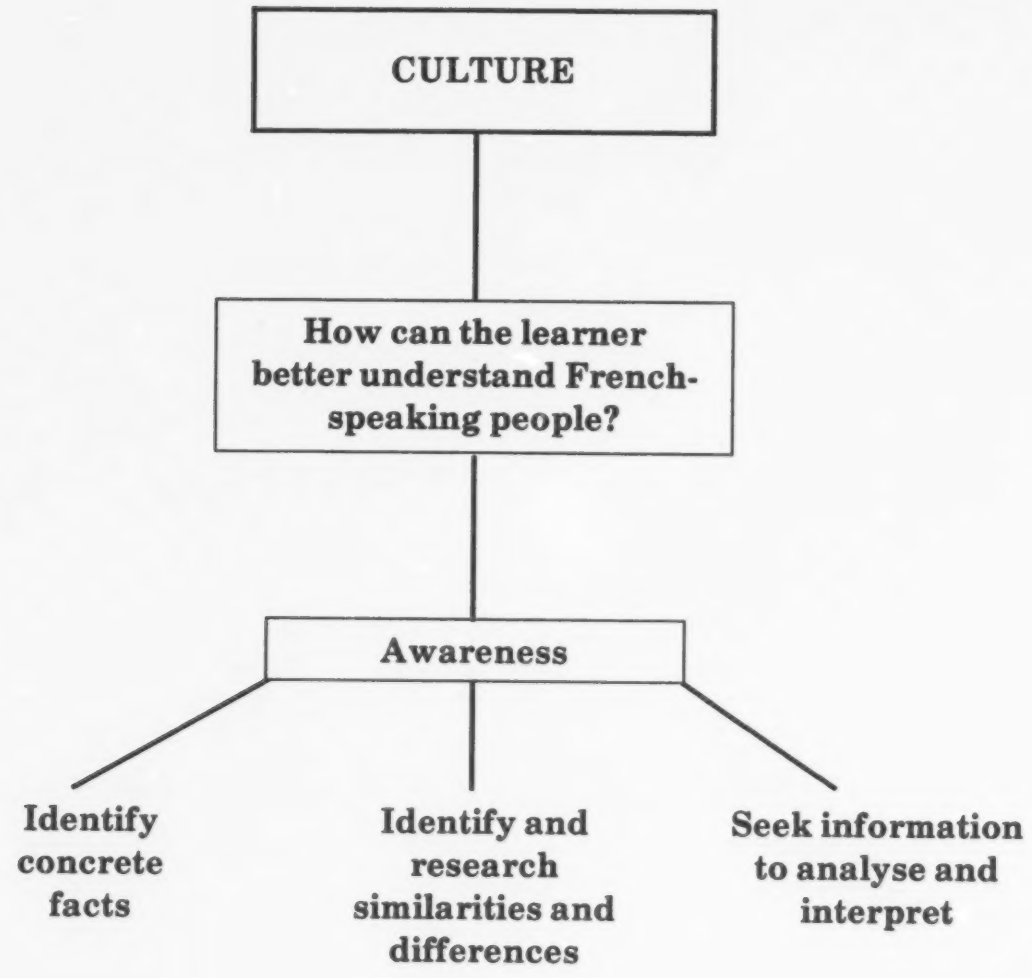


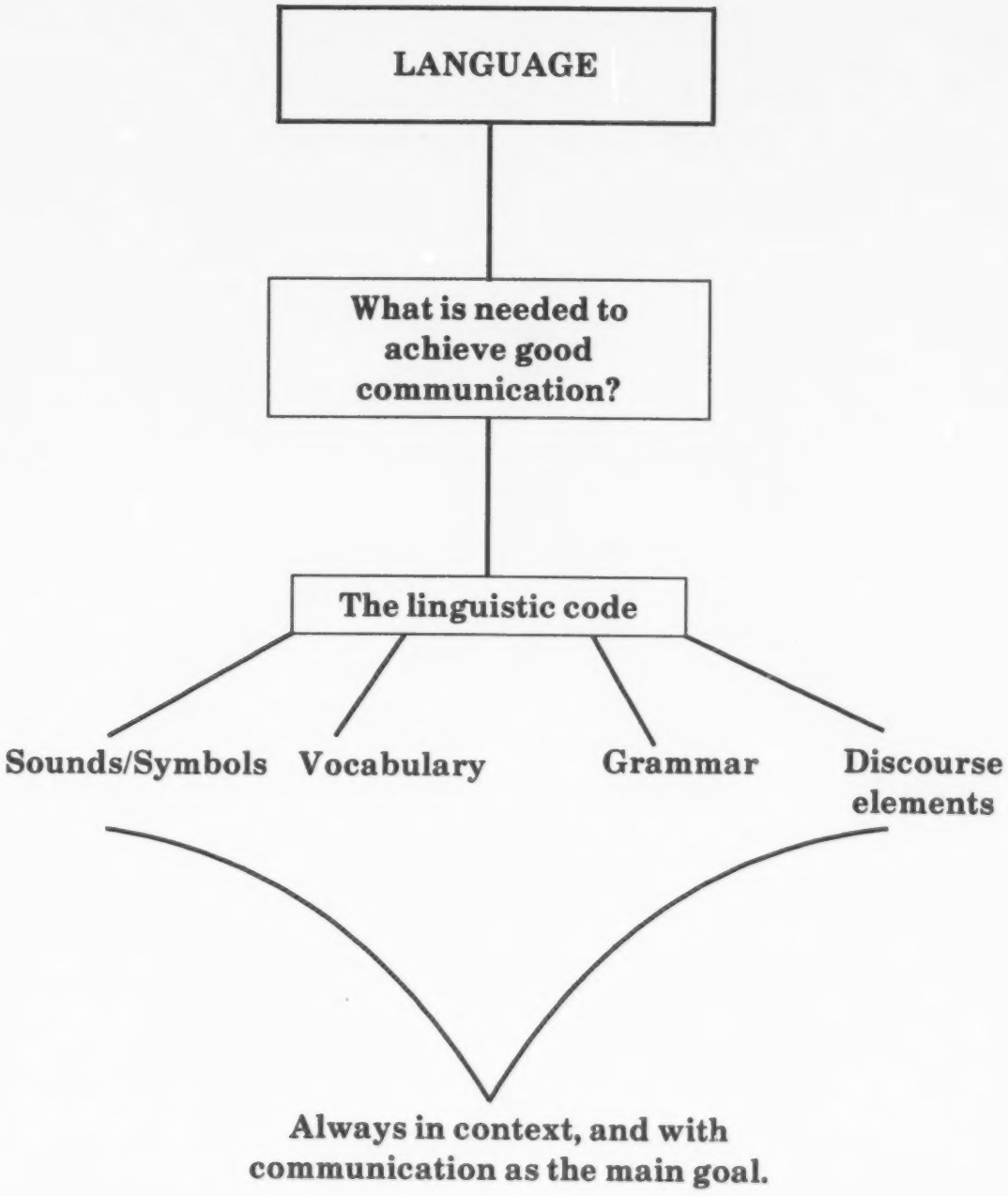
Schematas of Components

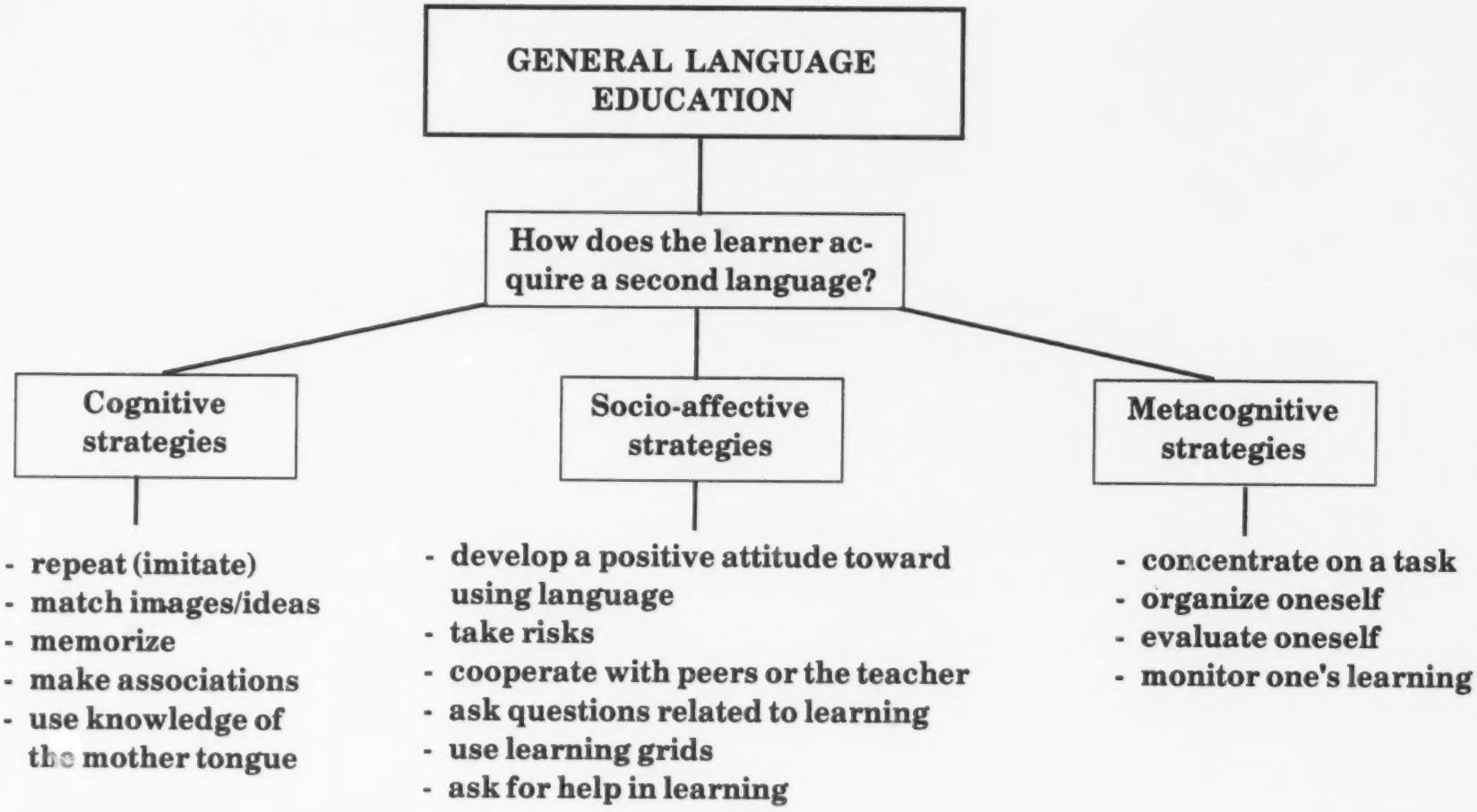

EXPERIENCE
Which of the learner's experiences are the most important?
Based on
life experience of the learner
the learner's needs and interests
what is important to know
= fields of experience
How does the learner interact with the environment?
Comprehension ↔ Negotiation ↔ Production



*A communicative intent refers to such language functions as asking for information, persuasion, etc.


CULTURE
How can the learner better understand French-speaking people?
Awareness
Identify concrete facts
Identify and research similarities and differences
Seek information to analyse and interpret


LANGUAGE
What is needed to achieve good communication?
The linguistic code
Sounds/Symbols
Vocabulary
Grammar
Discourse elements
Always in context, and with communication as the main goal.


GENERAL LANGUAGE EDUCATION
How does the learner acquire a second language?
Cognitive strategies
- repeat (imitate)
- match images/ideas
- memorize
- make associations
- use knowledge of the mother tongue
Socio-affective strategies
- develop a positive attitude toward using language
- take risks
- cooperate with peers or the teacher
- ask questions related to learning
- use learning grids
- ask for help in learning
Metacognitive strategies
- concentrate on a task
- organize oneself
- evaluate oneself
- monitor one's learning

Pedagogical Principles Underlying the Proposed Multidimensional Approach

1. Learning activities must provide students with language experiences in French that are relevant to their lives.

2. Communication is the primary goal and it is by communicating that one develops language; i.e., language is viewed, first and foremost, as a vehicle for communicating about one's reality and coming to understand that of others.

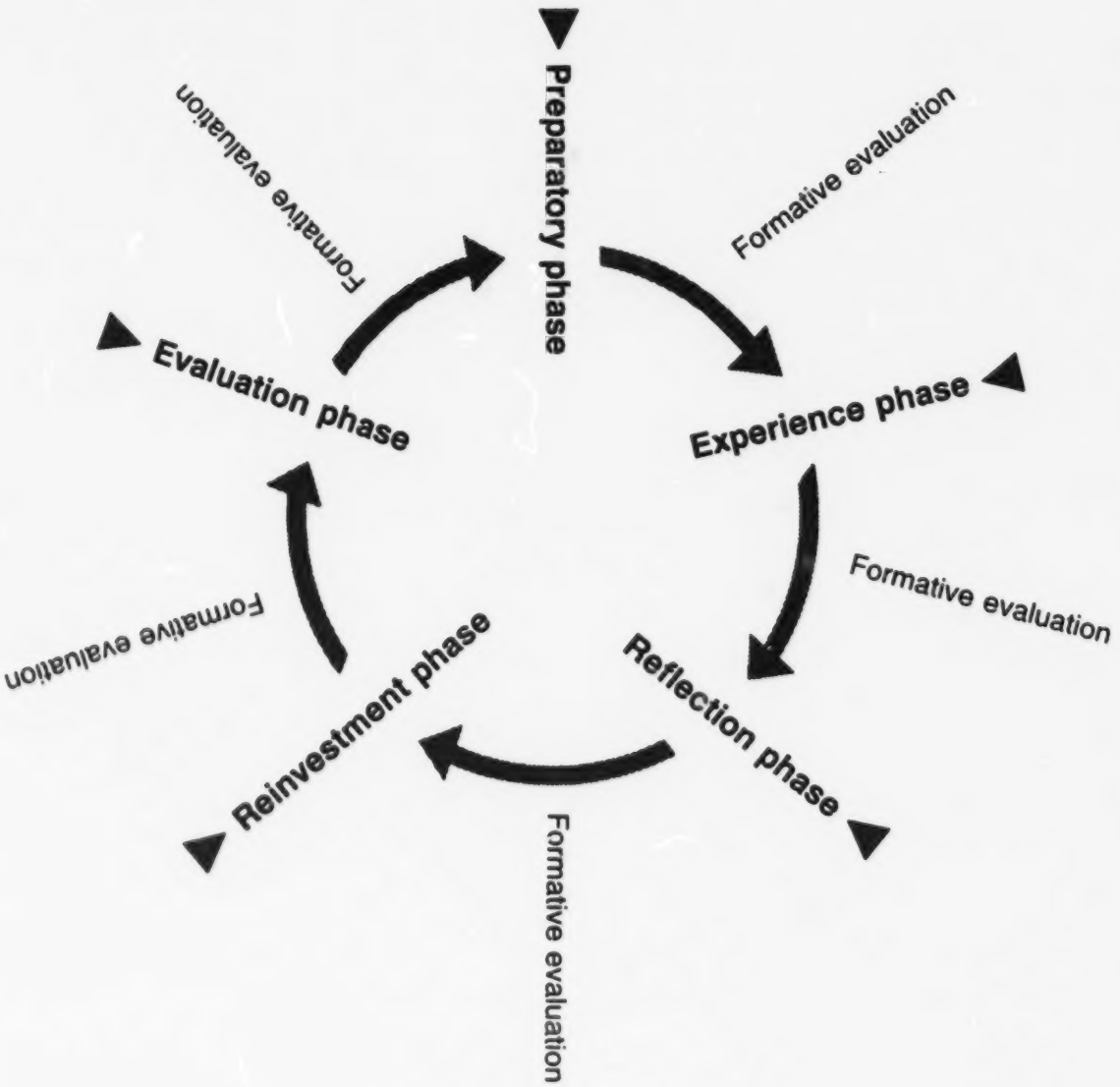
3. Language and culture must be taught/learned in such a way that they are seen as inseparable and dynamic.

4. The linguistic code must be presented in context; therefore, it is not taught in isolation, but rather its analysis, as applicable, is contingent upon its being used to understand and express communicative intents.

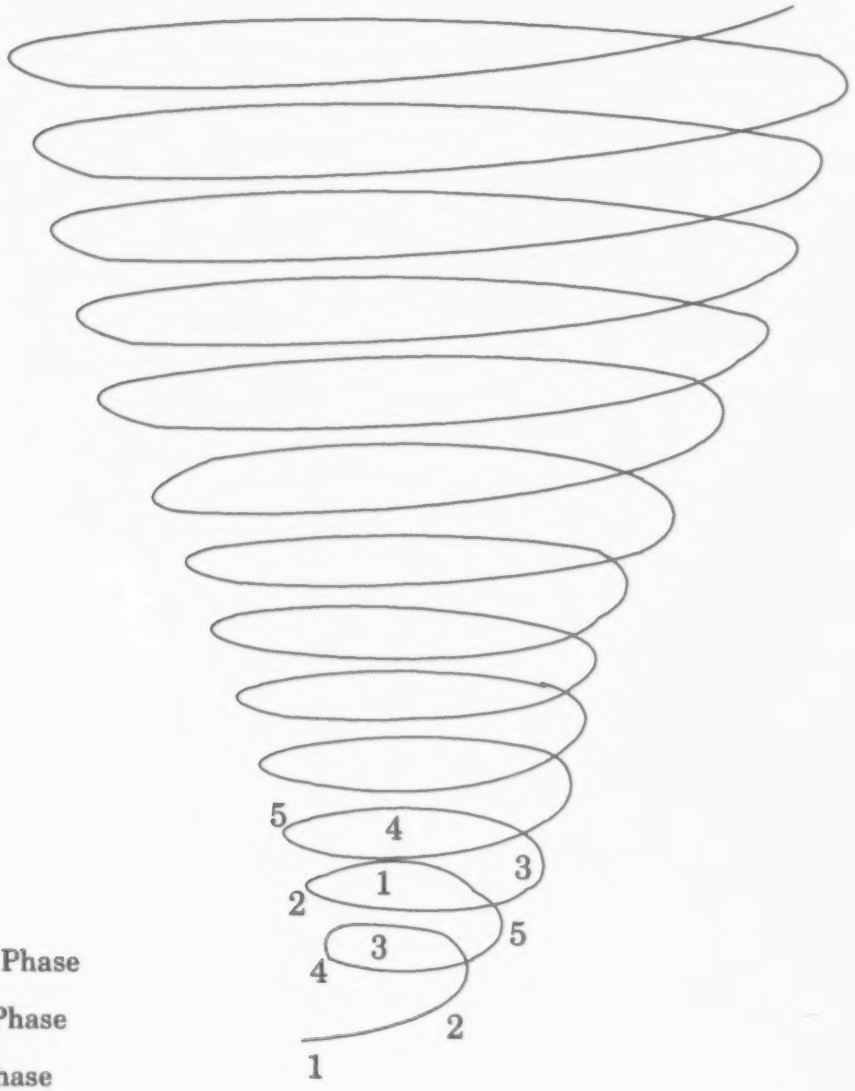
5. Learners' maturity (whether developmental and/or linguistic), preference for learning/thinking and use of individual learning strategies must be respected in order to enhance their general language education and personal development.

6. Evaluation, be it formative or summative, must integrate the four components of a multidimensional curriculum and reflect the non-analytical and analytical teaching practices employed in the learning of the language.

Steps in the Proposed Multidimensional Approach



Student Growth in a Five-Phase Teaching Process



1 = Preparatory Phase

2 = Experience Phase

3 = Reflection Phase

4 = Reinvestment Phase

5 = Evaluation Phase

This figure shows the continual, cyclical movement of the five phases.

Summary of the Teaching Process

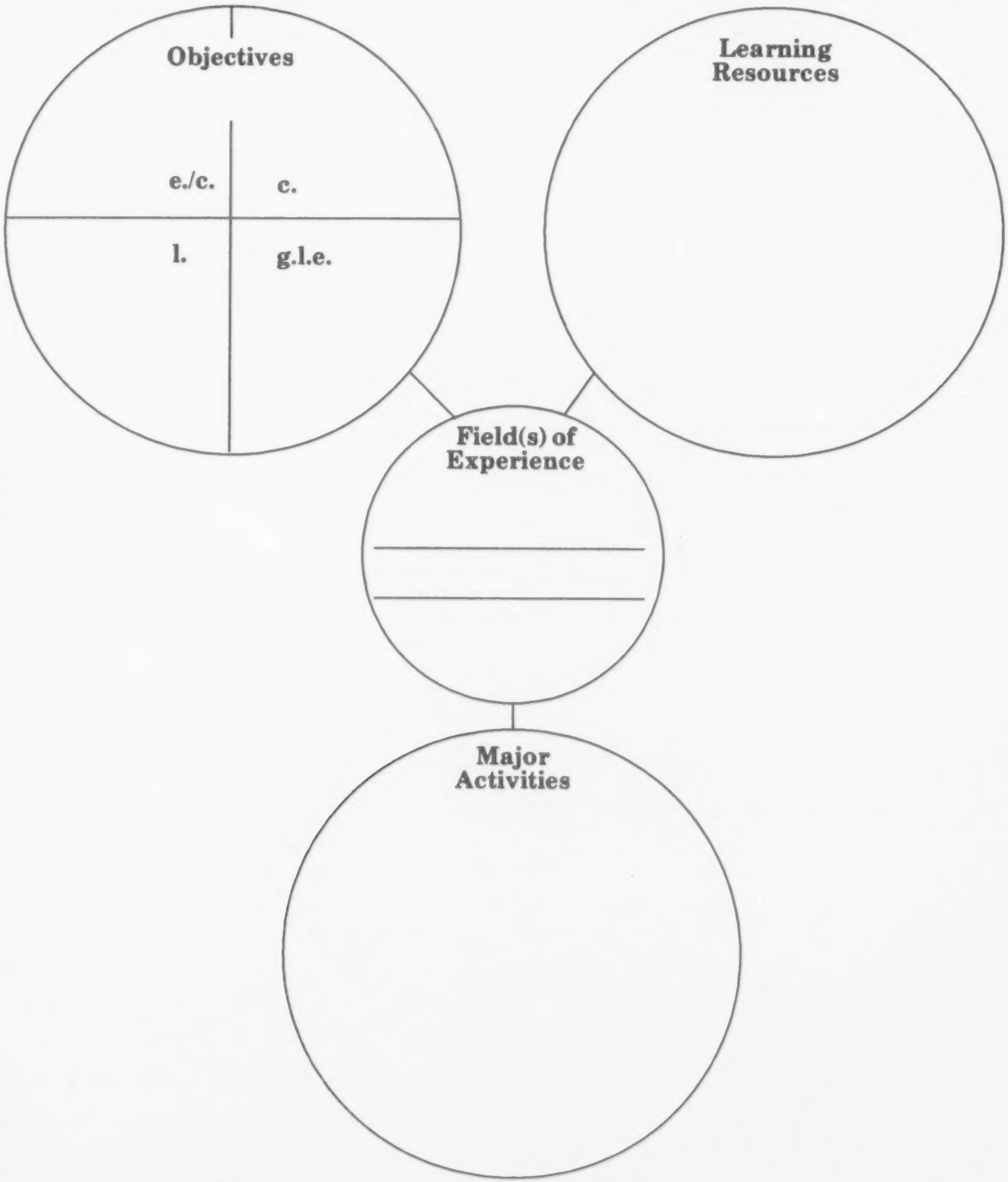
Preparatory Phase	Experience	Reflection	Reinvestment	Evaluation
• Selection of objectives to be achieved and the motivational device to be used to introduce the objectives • Placement of the experience in context • Anticipation of required knowledge	• Presentation of the experience in interaction with the environment in a purely non-analytical fashion	• Analysis of the experience by a formative process	• Recycling of knowledge processes and/or learning strategies with respect to another skill or a different or more complex situation or context	• Communicative activity – comprehension and/or production (oral/written) compatible with the learning experience • Formative or summative • Continuous feedback to students on their progress (formative) • Decisions about grades, credits, promotion (summative)

← **FORMATIVE EVALUATION** →

- Continuous feedback to students on their progress
- Can be done formally or informally

STEP ONE – IDEA SHEET

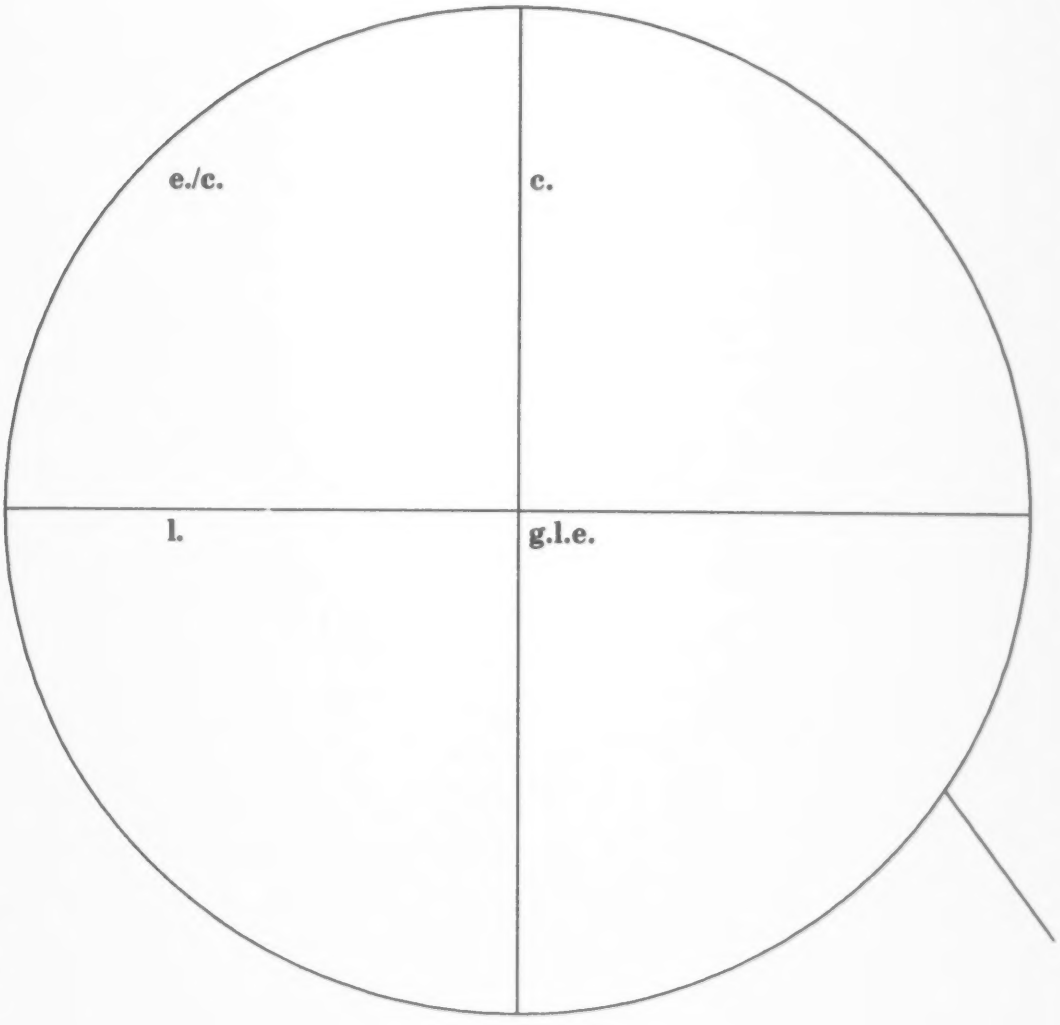
Educational Project:



STEP ONE – DETAILED IDEA SHEET

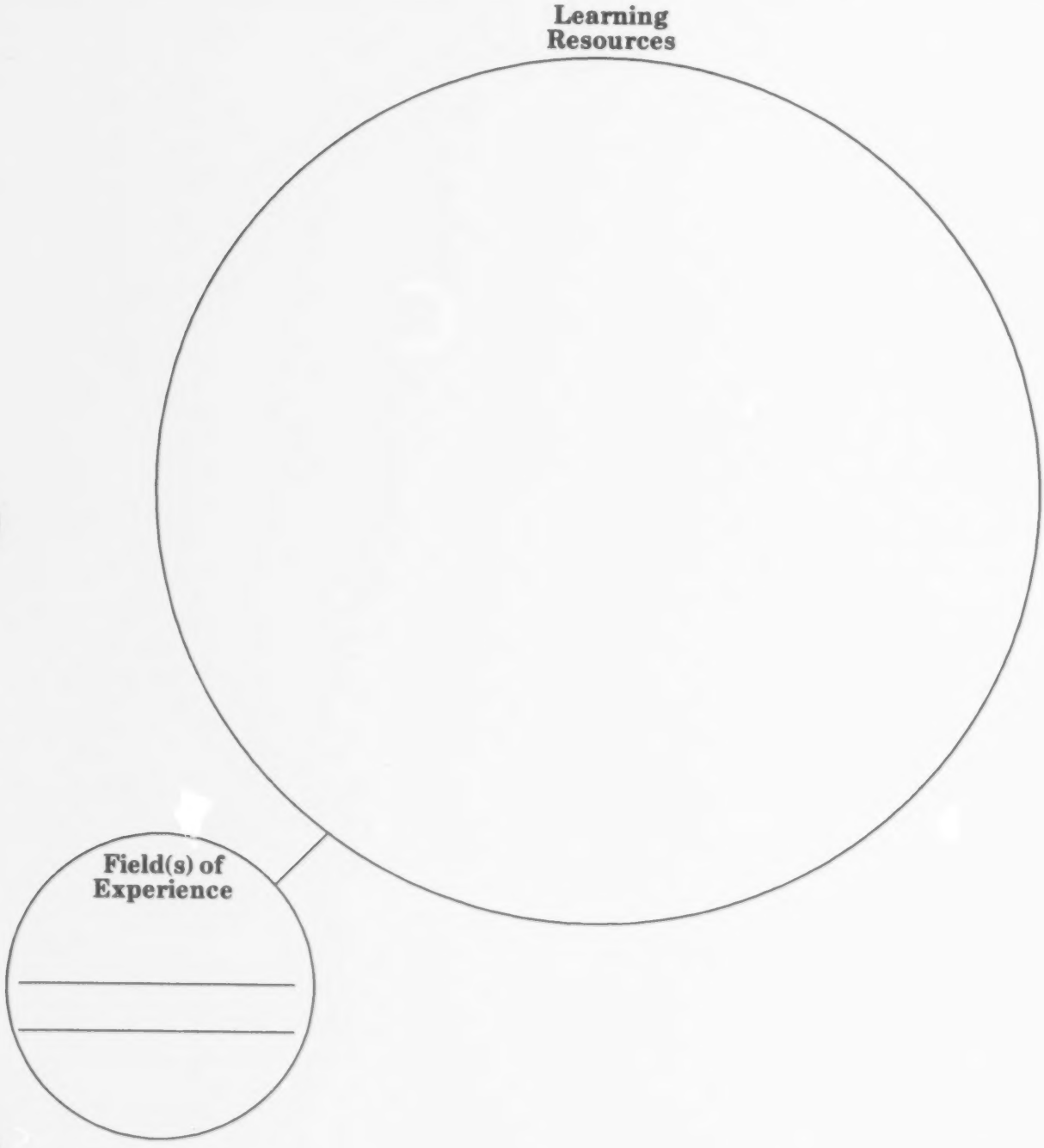
Educational Project:

Objectives



STEP ONE – DETAILED IDEA SHEET

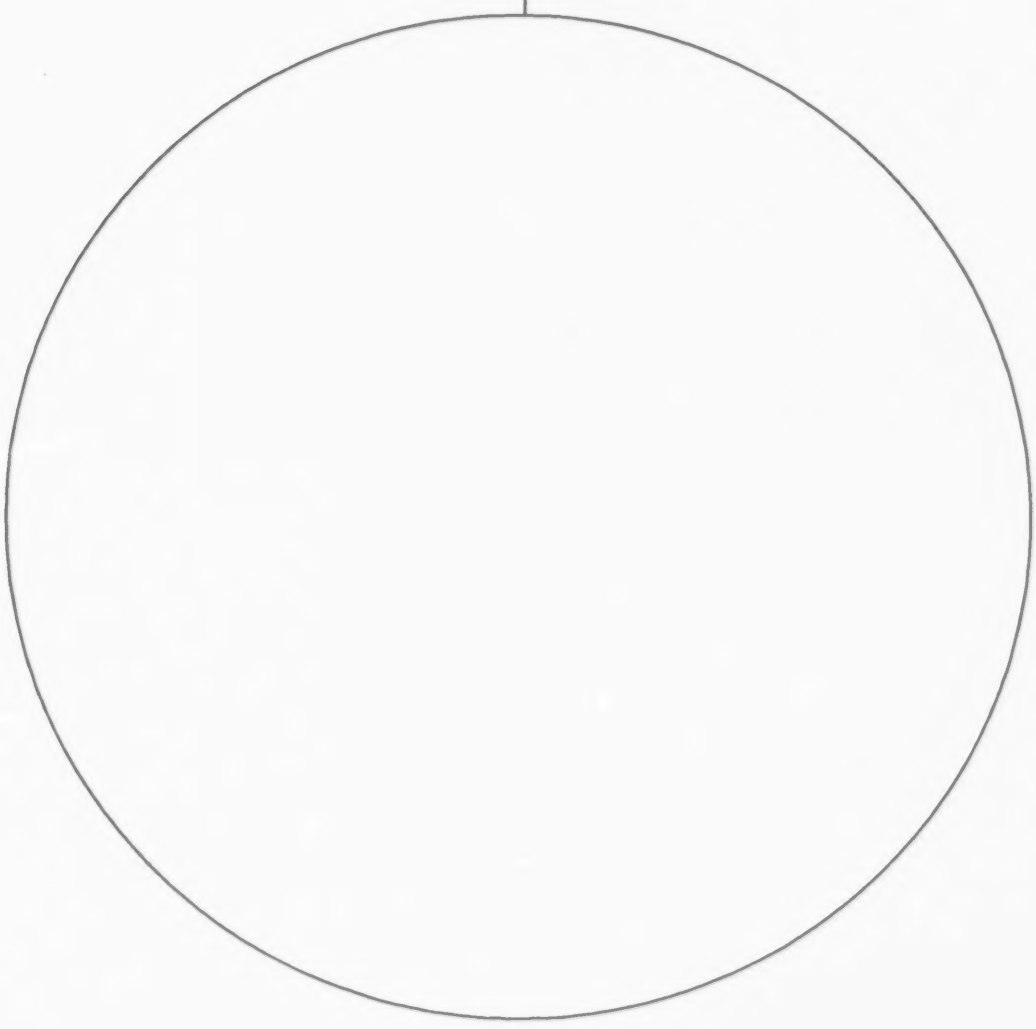
Educational Project:



TEP ONE – DETAILED IDEA SHEET

Educational Project:

Major Activities



STEP TWO – MAJOR ACTIVITY SHEET

Activity No.: _____

DESCRIPTION: _____

OBJECTIVES: e./c. _____
c. _____
l. _____
g.l.e. _____

RESOURCE(S): _____
_____

Mini-tasks	Components				Skills			
	e./c.	c.	l.	g.l.e.	A.C.	O.P.	R.C.	W.E.
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								

STEP THREE – DAILY LESSON PLAN

Lesson No.: ____

DATE: _____

MAJOR ACTIVITY SHEET: _____

RESOURCE(S): _____

_____

	Teacher	Students	Time Allotted
Introduction			
Activities/ Mini-tasks			
Closure			

YEARLY PLANNING

YEAR PLAN: _____

LEVEL: _____

GRADE: _____

MAIN LEARNING RESOURCE(S): _____

Month	Field of Experience	Unit (Educational Project)	Time Allotted

YEARLY PLANNING

YEAR PLAN: 1991-92
LEVEL: **Beginning 1**
GRADE: Gr. 4, 30 mins./day
MAIN LEARNING RESOURCE(S): Bienvenue/Aventures

Month	Field of Experience	Unit (Educational Project)	Time Allotted
September	School	• practising classroom routines	• 4 weeks
October	School	• planning a guided tour	• 3 weeks
October/ November	People Around Us	• making a family tree	• 4 weeks
November/ December	Holidays and Celebrations	• planning a "réveillon"	• 3 weeks
January/ February	Animals	• having a circus	• 6 weeks
February/ March	Holidays and Celebrations	• making a calendar of holidays	• 3 weeks
March	Holidays and Celebrations	• planning a surprise party for someone	• 3 weeks
April	Weather	• giving a weather report on television (radio)	• 3 weeks
May	People Around Us	• making a sociogramme of the class	• 3-4 weeks
June	Optional	• optional	• 3-4 weeks

YEARLY PLANNING

YEAR PLAN: 1991-92

LEVEL: **Beginning 1/2**

GRADE: Gr. 7/Gr. 10, 40 mins./day, 5 days/week

MAIN LEARNING RESOURCE(S): Arc-en-ciel 1

Month	Field of Experience	Unit (Educational Project)	Time Allotted
September	School/Holidays and Celebrations	• preparing a "back-to-school" student handbook	• 3 weeks
September/ October	Weather	• giving a weather report using two different media	• 2 weeks
October/ November	People Around Us	• making a family tree	• 3 weeks
November/ December	Holidays and Celebrations/Food	• organizing a family reunion for Christmas	• 5 weeks
January/ February	Food/Physical Fitness	• making a Canada Food Guide	• 5 weeks
February/ March	Housing/The Community	• designing the ideal city/house	• 5 weeks
April/May	Animals/Housing	• designing the ideal zoo	• 5 weeks
May/June	Clothing	• organizing a fashion show	• 5 weeks
June	Optional	• optional	• 3 weeks

Evaluation

Types of Evaluation:

1. Formative
2. Summative

When to Evaluate:

1. Ongoing evaluation

    a. Observation
    b. Comprehension/verification
    c. Reflection/feedback

2. Evaluation at specific times

    a. Comprehension
    b. Specific tasks in the educational project
    c. First draft of the educational project
    d. Reinvestment
    e. Final project
    f. Objectivation
    g. Performance or placement test

Appendix C: Other Possibilities for Continuing Professional Development

- A university half-course, along the lines of a professional development workshop, concentrating on conceptual areas covered by the new French as a second language program of studies.

- University advanced undergraduate or graduate courses on the theoretical and practical principles in the new approach to teaching French as a second language.

- Summer institutes organized by universities with emphasis on basic principles and practices of the new program of studies in French as a second language or language development courses.

- Special grants to school boards for innovative professional development projects addressing the linguistic, socio-cultural and methodological training and professional development of teachers, e.g., Grande Prairie stressed the linguistic professional development of non-specialists in 1990-91.

- Collaboration with district school administrators to obtain funds for local professional development initiatives for teachers of French as a second language.

- Weekend French immersion sessions for specialist and non-specialist French as a second language teachers.

- Distance learning courses in language development from such universities as Athabasca University.

- Groups of compatible colleagues work together during the first two years of implementation, discussing, comparing notes, observing each other, providing feedback and doing joint planning.

- Local ad hoc program committees responsible for reinterpreting, clarifying and personalizing the program of studies in French as a second language can use these sessions to share lesson plans, additional resources and integrated unit or educational project plans as a means of professional development.

Appendix D: Components of a Program for Teacher Preparation for French as a Second Language*

	KNOWLEDGE (Basic Data)	KNOW-HOW (Educational Applications)
LANGUAGE	• Mastery of written and spoken French • Introduction to linguistics (theoretical aspect: the nature of language) • Structure of French (spoken or written) • Differential analysis, error analysis • French stylistics	• Criteria for choice and advancement of linguistic elements (pronunciation grammar, vocabulary...) • Methodology of teaching the structures of spoken and written French
CULTURE	• French and French-Canadian cultures • History, institutions, customs, and so on • Literary and artistic works • Intercultural comparisons	• Teaching aids related to culture (films, songs, literature, spoken and written media, educational travel...) • Development of positive attitudes toward the other culture
LEARNING	• Learning theories • Acquiring a second language • Age, attitude, ability factors (cognitive and socio-affective factors) • Second language and mother tongue • Learning "styles"	• Adapting teaching to different types of students and their situations • Individualization, motivation and humanization techniques • "Facilitating" rather than "teaching" a language class
COMMUNICATION	• Socio-linguistic factors • Language and communication • Functions, notions, situations • Analysis of language needs • Standards and levels of language • Discursive strategies • The act of communication	• Evaluation of students' needs, interests and learning "styles" • Teaching "communicative ability" in relation to "language ability" • "Communicative" approaches
TEACHING	• General pedagogy • Major currents in second language teaching • Teaching situations (early and late immersion, basic programs, elementary/ secondary...) • Teaching "styles" • Second language curriculum	• The main French as a second language "methods" • Immersion in enriched programs and so on • Methodology of teaching four basic fields of knowledge • Evaluation techniques • Teaching aids • Practicing teaching

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Appendix E: Resource Persons for Advice or Direct Assistance with Local Professional Development Activities

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Canadian Association of Second Language Teachers (CASLT) (for H.H. [David] Stern Professional Development Scholarships)	***Ms. Shannon MacFarlane*** Administrative Secretary ACPLS/CASLT 369 Montrose Street Winnipeg, MN T3M 3M1 PHONE: (204) 488-0858